

NEIGHBORHOOD NETWORKS

Moderator: Michele Higgs
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3:00 p.m. (EDT)

Operator: Good day everyone. Welcome to this Neighborhood Networks conference call. This call is being recorded.

At this time, I'd like to turn the call over to Ms. Michele Higgs. Please go ahead, ma'am.

Michele Higgs: Thank you, Amy. Good afternoon everyone, and welcome to the Neighborhood Networks July conference call.

The topic for today's call is Financial Literacy Training as a Neighborhood Networks Service. My name, as you've heard, is Michele Higgs and I'm a technical assistance coordinator with Neighborhood Networks. I'm a member of a team that works with you to address the technical assistance needs of the various Neighborhood Networks centers around the country.

Before I turn the call over to our speakers for this afternoon, I'd like for you to know that we have nine new centers to welcome to the Neighborhood. From the state of Michigan, we have the Sequoia Place Computer Lab in Ann Arbor, the Harvest Bay Retirement Community in Sparta, and the Bailey's Grove Computer Learning Center in Kentwood. Then, from Ohio, we have the Bridgeport Manor Computer Center in Bridgeport, Ohio, the Barnesville Manor Neighborhood Networks Center in Barnesville, and the St. Paul Senior Housing Neighborhood Networks Center

in Canton. Then there's Community Living I in Canonsburg, Pennsylvania, and Community Living II in Washington, Pennsylvania, and then the Hollywood Shawnee Neighborhood Networks Center in Atlanta, Georgia.

Congratulations to all nine centers and welcome to the Neighborhood!

And just a reminder for you all, the Strategic Tracking And Reporting Tool, also known as the (START) business plan, contains resource materials that help centers to perform those surveys so important to assessing residents' interests and needs as well as mapping the assets in the community and crafting a marketing plan for the center.

START is also a key to developing partnerships because it strengthens the center's profile as a business and makes the center more attractive to potential partners. These partnerships are essential when assisting residents in their pursuit of educational advancement, employment, or career growth, as well as improving their approach to financial matters.

If you have questions about the START business plan or general questions pertaining to Neighborhood Networks, please call the toll free Neighborhood Networks' information line at (888) 312-2743. You can also visit the Neighborhood Networks Web site at www.NeighborhoodNetworks.org.

I want to remind listeners that an audio and verbatim transcript of this call will be made available on the Neighborhood Networks Web site in about 2-weeks.

Now about our topic for today: Financial Literacy. It's well known that many consumers live beyond their means from paycheck to paycheck, often one check away from financial ruin. We also know that money management is not an inborn skill, but an ability that comes from observation, education, experience, and practice. One of the special resources that

Neighborhood Networks centers can provide, as a service to residents is a chance to improve their financial literacy and help them to create a more secure financial future.

Participants in a financial literacy program could learn how to establish and maintain a relationship with a bank, learn the importance of credit and how to use it, learn how to plan for and address personal needs. Also, with the influx of immigrants unaccustomed to the financial system in the United States, such training would be key to acclimating themselves to their new culture.

And, as you know, there are many success stories on the Neighborhood Networks Web site, which is www.NeighborhoodNetworks.org, and I want to share just one with you.

In Roxbury, Massachusetts, the Madison Park Development Corporation Community Technology Center has offered residents the opportunity to learn about financial management: improving credit scores, budgeting for both now and the future among other things through a 5-week course. Residents start with a 1-hour, money-planning session with a financial counselor and upon completion of the class, they receive a \$25-stipend that helps them start a special savings account, an individual development account, or IDA. With a match from the statewide nonprofit, the Massachusetts Individual Development Account Solution, or M-I-D-A-S, MIDAS, participants get to build assets to meet savings goals that they might not have considered possible. You can find out more about credit worthiness or order a free annual credit report by visiting annualcreditreport.com. You can also find out how to submit success stories about your centers by calling the toll free information line at (888) 312-2743.

Now, the speakers joining us today will provide a wealth of information on how financial literacy services can be made available to Neighborhood Networks centers. Ms. Kathryn Kelly is vice president of the American Bankers Association Education Foundation and she brings a broad perspective on how different programs work for different audiences. And Mrs. Dorothy Inman-Johnson, a dedicated activist and executive director of the Capital Area Community Action

Agency in Tallahassee, Florida, will speak about the work her agency does for families outside the financial mainstream. I hope you will carry away from these presentations ideas on how to help your centers create a financial literacy resource for their residents.

I've been very excited about helping put together this presentation and I'm anxious to get started. So Ms. Kelly, would you like to begin please?

Kathryn Kelly: Certainly. First of all, if you have any questions, just please call. My name is Kathryn so just ask away. If that's OK with you, Ms. Higgs.

Michele Higgs: Absolutely.

Kathryn Kelly: I guess I'd have to start with money is a common denominator. I think we can all agree that everyone needs it. Maybe some need more than others - need being a funny word - and we all need to know how to make it work for us.

There is - there are startling statistics about the lack of knowledge among students of all ages among parents, adults, senior citizens, so it runs the gamut of who knows what or who doesn't know how to handle their money. So some of you . . . I'm not sure exactly what age group you work with. I'm assuming for this call that we're talking about young children, teens, young people, middle age, and seniors.

Michele Higgs: We go across the board

Kathryn Kelly: Yes.

Michele Higgs: You've got it.

Kathryn Kelly: ... so you've got a big audience and that may be a little difficult. When you're talking about teens, children, students, basically often you'd think you'd learned this kind of thing at home from your parents or from your family, but if they don't know money basics then it's hard for them to teach what they don't know. And only 26 percent of parents with a child who's 5 years or older feels well prepared to teach their kids about money basics, like savings, budgeting, and credit.

Those are the basics and I think that's really an excellent place for you to start because if you can - if you start with the basics and you get a sense in your community what people know or don't know, it's better than starting too far up and in losing people or people thinking, "oh, wow, this is so sophisticated, you know, it's not for me." So if you start with the basics and you think oh, and you find out that they know those things great, then you can move forward to, you know, more advanced things but starting with the basics is a good idea.

So there's also a lack of financial education in schools. Only about 15 percent of students in school, public or private, have any kind of financial education offered to them K through 12, so if they're not learning it at home, they don't have it at school, where are they going to get it? Well, you have an excellent opportunity to make a difference and help people of all ages; parents teach their students, seniors teach their grandchildren, adults teach each other, so it's an ideal place for you to really make a difference. And it should be something that really appeals to the property management or the property owner that you work with because a more stable financial picture is good for them for obvious reasons.

And basically when you're talking about an audience and providing something for an audience, you always have to consider what's in it for them. WIFM, I think they call that. But basically if you can project what they're going to get out of it, you'll get better attendance, better interest, and more interaction. So, Ms. Higgs asked me to talk a little bit about how would you develop a financial education or a financial literacy program and financial literacy is kind of the buzzword now.

It's been called many things, but basically understanding why it's important to save, what savings means, how you actually save, what strategies you use, how to budget your money, how to understand where your money's going, how to understand what credit is and what credit can do for you and what you can do to your credit. All those things are pretty basic but very critical and they help you build on that; build in a possibility of homeownership, build in starting a business, saving for your child's education, saving for your retirement, so the basics are very important.

If you're thinking about starting a consumer education program or you already have something and you want to strengthen it, I'd like to give you some steps. So if you want to take a few notes that might be helpful.

Basically, no program can be successful without support from the top. In my case, when I work with bankers who do this, it's their CEO, their senior management; they must support doing financial education. In your case, I understand it's perhaps the property management or the property owner. There are resources involved, financial and human resources, that must be devoted to make programs such as this successful and if you don't have support and buy-in from the top, it's a real struggle. So enlist them early and often.

The next thing to consider is making it a priority. There are just so many things competing for our time and attention. I'm sure you know better than anyone how crazy your day can be. If it's not a priority for the senior levels, for you, for the property owner, for the property management, if it doesn't make it onto your priority list, it's just not going to get done.

Another piece of information is: set a clear goal or set clear goals, more than one. You have to identify the goals and define what it is exactly that you want your center to accomplish through your financial education program. Basically, what are you trying to achieve, who is your target audience, do you want to reach children, teens, potential first-time homebuyers, do you want to

reach senior citizens, you may not be able to tackle - if your area covers all those ages, you may not be able to tackle every single age group at once because they need different things, so you may want to start with one segment of your audience, or you know, one part of your audience and then grow from there.

Another thing to consider is what forums do you want to use to reach them. Do you want to bring them actually into the center, do you want to go out to a community area, do you want to establish a tie, additional ties with organizations in your neighborhood, perhaps a school or other community groups, so think about those. You know, have you considered partnering with a financial institution. It could be a bank, could be a credit union it could be you know, any number of things - any number of areas but those are experts and they could be guest speakers and also can help you maybe set up savings accounts like the one that was mentioned in Massachusetts which I think that 5-week program sounded terrific, very well thought out from what Ms. Higgs shared.

Now, another thing part of setting the clear goal, how can you measure the impact of your effort? Do you want to test their knowledge before and after, do you want to track their behavior let's say you're teaching - you're talking about saving and you're talking with children and their parents or their family members. Do you want them to start an account or get a piggybank and start putting money regularly into it, do you want to help them track how often they're saving. That's just a specific example. If you wanted to work with first-time homebuyers or a potential first-time homebuyer, you might want to help them go through their finances, understand the process of getting a loan, what they need to do to fix their finances, if fixing is necessary, so what are those steps and you can measure their success by how they graduate from one point in the process to another. So I hope that gives you some idea about measuring the impact.

That can also help you share what your program is doing with people in the community who can support you and measurement is very important to folks. But different measurements may mean different things to you.

Now another part of your goal setting is what subject do you want to cover? You may already be doing a specific subject and you want to add something new; maybe you already have like a holiday savings program so that people are getting used to saving their money for the - for the December holidays so they don't spend too much on a credit card. Maybe you're doing that. Maybe you're working with first-time homebuyers if you're not doing anything in particular, what subjects interest you or have been suggested by people in your area. You may already know, you know, an issue or a trend because someone said "hey, I'd like to learn, you know, what credit is and how to get a credit card safely and what is identity theft and how can I avoid being a victim." So you may have gotten that feedback. If you don't have any feedback, you might want to do a survey or ask some informal questions of your target audience to get some sense of what subjects they want to cover.

The next and final part of setting clear goals is reviewing your program plans to see that they include some elements of good program. The U.S. Treasury Department has an Office of Financial Education and if you go to www.treas.gov, I believe, or go to Google and write in U.S. Department Office of Financial Education, you'll come up with a - I'm sorry. I didn't get that Web site but they'll pop up. And one of the things they suggest is incorporating performance measures as I mentioned. Absolutely taking into account the language and cultural issues of your programs' audience. You don't want to be suggesting things that would be counter culturally to their needs.

Also continuing to work with those participants after they complete maybe what we might call a classroom component. If they come for, say, a 5-week session you'll want to have some sort of followup opportunity to check in with them in a few weeks or maybe in a few months, see how

they're doing, how they're growing, and using the financial knowledge that you've shared with them.

So that's all under setting clear goals. Now, integrating the goals into a business strategy to be successful you have other plans, marketing plans, you need to integrate the goals of your financial education program into your normal business efforts so that people are aware that you can see opportunities as they - as they arise and your center can view it as an important long-term commitment because financial education isn't a one-time deal. It takes time. It's I believe Ms. Higgs said it's not an inborn skill but it is teachable.

Now once you've determined the goals and you're integrating them, if you're working by yourself then you know the goals. If there are other people working with you-- and obviously the property management person or maybe the owner--make sure that everyone in your area knows what the goals are and how you plan to accomplish them and tell them how they can play a role because the more you get buy-in from the people that are around you the more successful you can be in your program.

Now, getting champions for your program is very important. Think about the people that are surrounding you. Maybe members of the community who want financial education or maybe co-workers you work with. Think about their talents and their hobbies, the relationships and the positions of leadership that exist within your own organization or in the communities where you live and work. This is a great opportunity for your employees to reach out into the community, and it's a big morale booster and they may have hobbies or ideas or things that you can really put to work for your program and really benefit your program. They may even know some of the leadership in your area or maybe a financial institution expert or there's just an awful lot of opportunity to make the most of the people around you so give them an opportunity by telling them about what you're doing and asking for their help.

Consumer education, financial education sometimes it's, "oh, gosh, money and I don't want to talk about money," so be creative and have fun. If you're thinking about putting together some programs, you might think – schedule a program that ties in with other events. For example, if you wanted to do something for September or October, you might consider those people who are saving for college or for a college education you might talk to them about credit. Credit is a loan. I'm not just talking about credit cards, but I'm talking about maybe financial aid or how to save for a college education or the teens and their parents - their family really could benefit from learning about the subject of credit in advance. Certainly, as teens grow up and at the age of 18, you can sign a contract so you could conceivably get a credit card. Now if you don't know how to use it or what you could be doing to it that really can start you off on the wrong foot so explaining that evaluation of credit is important. Let's say November, you might start now or September, October and or even around Thanksgiving say "let's start talking about home buying this Thanksgiving and you'll have something else to be thankful for--your new home--next Thanksgiving or the Thanksgiving after that," so you might tie it in with that holiday.

January is an awfully good time, that maybe a little late, but January is a very good time to talk about budgeting because sometimes people get what we call a "holiday hangover." They've indulged in the celebrating mood and perhaps bought more than they should have or more than they can really afford and they're trying to figure out how they're going to pay for it now.

Developing a budget and understanding where their money is going and how they can reduce the debt if they have debt is an important subject and that certainly can be taught anytime during the year, but if you're trying to be fun about it or you know, trying to help people who are in trouble, after the holidays seems to be a tough time.

April is Financial Literacy for Youth month and my own organization does a program called National Teach Children To Save Day, so April, and adults are paying taxes might be a good time

to talk to kids about saving. Just a thought: what anytime is a good time for saving, though.

That's a - that's a skill that every child could benefit from a lifetime's worth of benefit.

You might think about early graduation presents. High school seniors in May and June might want to know a little bit more about credit. That's a - that's a good subject to talk to them about because they're going out into the world. They're going to be working. They're going to be getting an opportunity to spend or not spend and they need to understand better how to work on that.

Creativity and fun. I'm sure it sounds like you have a very creative group and lots of ideas so I'm sure you'll have lots of ability to come up with clever things and I'm sure sharing stories and reading about what other people are doing is a great way to creatively borrow somebody else's idea. Keep the program alive. My next piece of advice is: keep it alive; communicate the successes that you have. If you have an opportunity to share a successful program idea on the Web site, use it. Post it on a community calendar; share the news with your residents. Definitely tell people the good things that you're doing because then they can spread the word to your people, your employees, your center participants, property management, they call then get to know that this is an important ongoing effort and they can come and benefit too.

Measure the results. Depending on the goal that you've set, you need to assess the impact of your program. What were your - what were the measurements you set, what were the goals that you set, did you - how did you meet them and share those results with your supervisors with the senior management, with your team, with your property managers or your owners. Use it in marketing and public relations efforts telling people how successfully you're meeting a big community need. If you have a Web site of your own, share positive feedback from participants on the Web site or in a newsletter or in - or post them in the - in the center themselves. You might put them on a piece of paper and the person who set it can come in and say, "Ooh, that's

me, that's me!" It always reinforces how excited they are and they bring other people to be excited with them.

Michele Higgs: Kathryn ...

Kathryn Kelly: Yes.

Michele Higgs: ... you've given us a lot to think about already.

Kathryn Kelly: OK.

Michele Higgs: ... and I don't - I don't want to cut you completely short but I...

Kathryn Kelly: I ...

Michele Higgs: ... ask you to...

Kathryn Kelly: ... could I give you...

Michele Higgs: ... but I want to ask...

Kathryn Kelly: ... three resources?

Michele Higgs: ... Ms. Inman-Johnson do you want to hop in here because a lot of the points that you're making I think are things that with her organization she may have some input as well.

Kathryn Kelly: That's great. I'm sorry to take so much time

Michele Higgs: No, not at all. We're going to roll it around.

Kathryn Kelly: OK.

Michele Higgs: Thank you so much.

Kathryn Kelly: Certainly.

Michele Higgs: Ms. Inman-Johnson ...

Dorothy Inman-Johnson: Yes.

Michele Higgs: ... did you want to hop in there? I was listening to Kathryn and I said there was so many good points that she was making that you might have some to reflect.

Dorothy Inman-Johnson: She was certainly making some very good ones. I want to start out by just saying that financial literacy is - cannot be done in a vacuum. It is much more effective if it's done as part of a big picture that has an ultimate goal of financial independence and asset building. And so that's the way we integrate it into our family self-sufficiency and our other services here at Capital Area Community Action Agency. We are not a Neighborhood Networks. We have just celebrated in June our 40th year providing services to low-income families in a 7-county area here in North Florida.

Our financial literacy program had been conducted through partnerships with local community partners. We have found that it was very important for us to bring our program in-house and create an in-house program for better management and to make sure that all of our families have an opportunity to take advantage of those services.

The financial literacy starts when a person comes to the agency and so when people walk through the door to apply and we have a wide range of emergency services like utility assistance, rental assistance to prevent eviction. So a lot of times people are drawn to our agency because they need emergency help. We start at the place we get them. Applicants must bring their monthly bills and their documentation of their monthly income when they come to apply for our services and when they apply we do a three-month comparison of their budget with them. We do a previous month to see what to help them start to see how they got into the situation they're in.

We do a current year budget - a current month budget with them to help them see how they may need to realign some things. If there are some things that they are paying for on a regular basis that are not necessities and until they can get their finances in line they may want to cut back on some things that might be more in the line of luxury items and not necessities and then a prospective next month's budget, where we actually start to talk to them about where they might want to look at making some cuts or maybe turning off the cable and the movie channels, and all of those things they have when they aren't able to keep the lights on in the house.

Then, once if they are repeat family applicants with us, then we try to enroll them in our family self-sufficiency program in order to continue to receive services from us and part of our family self-sufficiency program includes the financial literacy component and I will outline that quickly then get into the components of the financial literacy.

Those components that they become immediately eligible for once they sign up for family self-sufficiency is a wide range of crisis assistance to move them from crisis to vulnerable or stable; and those include anything from childcare assistance, prescription drug vouchers, food vouchers, utility assistance, rental assistance, transportation assistance meaning a monthly bus voucher or gas voucher to purchase gas with a participating vendor and a wide range of other services including car auto repair.

The financial literacy comes in when they develop their family self-sufficiency plan and start outlining their goals and the shorter-term benchmarks toward achieving those goals. They have to attend a monthly workshop and we try to blend in a lot of the financial literacy on an ongoing basis. We use the MoneySmart program that we obtain through a partnership with Wachovia Bank and so most of the people listening if they aren't already using MoneySmart, Wachovia Bank is a good source to receive it and I'm sure there are other banking institutions that can link them to that service as well.

The financial literacy program has several components. The first is Bank on It: and that teaches the whole household on how to build a relationship with a financial institution, Borrowing Basics: and this gets into being able to decide when and how to use credit cards and avoiding extending themselves with too much debt; Checking it Out: participants will be able to open and keep a checking account; Money Matters: reconciling and balancing checkbooks, Developing Household Budget: and learning to manage within the budget; Paying Themselves First: learning about savings and investments and asset development and I want to point out here that we do have an IDA program that focuses on three basics: home ownership, microenterprise development or expansion, and higher education, and we try to get them to save toward those goals with a match. The homeownership matches on a four-to-one basis with the family participating. The higher ed is a two-to-one match and the microenterprise is a two-to-one match.

Keep it Safe: avoiding identity theft, scams, banking rights, and learning complaint resolution with banking and financial institutions to your credit. Learning about credit rating, ordering credit reports, understanding and reading credit reports, credit repair and resources, and understanding the importance of improved credit to the future and asset building goals that they have developed. Charge it Right: learning about the credit card pitfalls, cost of using a credit card, avoiding easy debt. If a card is necessary advising them that stick to one credit card and don't pile on the debt.

Loan to Own: a comparison of the different types of consumer loans the interest, finance rates, warning against piling on debt again and learning to manage tools for managing debt. Your Own Home: explaining the benefits and disadvantages of renting versus home ownership, assessing readiness for first-time ownership and identifying the different mortgage products out there that are available to them and the different type interest rates so that they don't get into a product that they will not be able to maintain and will result in foreclosure. A big part of this is starting with the whole family and if you're capturing the family and you're reaching the younger members of the family, they don't - maybe they can avoid getting themselves into the pitfalls that the adults in the family may have already gotten into.

Now three of the programs I did not mention was our on-the-job training, our microenterprise programs where we work in partnership with Florida A&M University, small business development center in putting them through a 6-week training program if they have demonstrated a specific skill, talent, or trade that can be translated into a home-based or small business to build wealth and build assets and since that program started we have created in the four years since that program has been in place eight successful businesses. Two of them have been so successful that they have paid off their initial loans, recapitalized their loan on their own with the bank to improve and expand their businesses, have hired up to six employees in the community full-time, and have built enough assets that they have reached the thriving level on the family self-sufficiency continuum, and are helping to pull other families up as well.

We also, with the rental rates here in this community, the average median income (AMI) in the Capital City area is around \$58,000 and a lot of times affordable housing is based on what your AMI is instead of what real people earn in terms of income and so that pretty much places a lot of people on the lower end of the scale out of the housing market because most of the housing is built for students and for people who are doing quite well in bringing in income and it negates the people at the other end of the scale so we try to work with families to build assets and at the same time we advocate with local government and housing agencies to work on mobilizing all of

the tools that they have in their arsenal, whether it be federal funding from HUD or CDBG or zoning, waivers, or permitting waivers, or land acquisition by a local government that they can provide to development agencies at low cost or no cost if they are willing to build for real affordable housing to try to create those incentives in the community. So when people do everything society asks them to do so that they can be real participants in their community real contributors and build assets that there is something there at the end of all of that that they are able to purchase. The last thing I want to say is Neighborhood Networks probably should not try to reinvent the whole wheel. There are many organizations like community action agencies that are in just about every region of the United States that have been doing these programs like we have for many, many years that would be willing to be active partners with Neighborhood Networks in trying to structure and provide services to the families and their housing subdivisions to accomplish their goals.

Michele Higgs: Thank you so much. I mean, one of the things that I've noticed throughout these presentations is that the word partnership comes up a lot whether it's partnering with financial institutions or partnering with schools or partnering with other nonprofits. Thank you so much for your comments.

Kathryn, was there anything else you wanted to add?

Kathryn Kelly: I would just like to say here. Three things. Excellent points you made. The idea of reinventing the wheel or creating your own material totally is not necessary. There are so many great materials out there. Money Smart was one I had on my list so and that's a wonderful chunk of material that you mentioned. So and that is available on a Web site that I could give you.

Michele Higgs: OK.

Kathryn Kelly: Let's see...

Michele Higgs: That's the FDIC?

Kathryn Kelly: Yes, it's www.fdic.gov and then go to "consumers" and "MoneySmart" and the - and the material there is available online. It's available on hard copy. You could bring in a financial institution such as Ms. Inman-Johnson mentioned Wachovia and any other. There are super opportunities to partner with other groups. The list of things that you are doing in Tallahassee is very impressive, Ms. Inman-Johnson, and I ...

Dorothy Inman-Johnson: Thank you.

Kathryn Kelly: ... and just and she's dead on. If you can get your - the whole family involved in a goal for example sometimes it hard to bring them in together, but it sounds like it's working beautifully in your center and definitely that's a great opportunity because kids who know that the family is saving for something big they too can participate. They can think of ways to save money or not to spend money and so getting them involved and bringing them along they learn that valuable lesson along with their parents or their family members.

Another excellent resource is - and I think you mentioned this - was the cooperative extension sources ...

Dorothy Inman-Johnson: Right.

Kathryn Kelly: ... with - they have money - they have a series of things called My Money; understanding budgets and it's a family resource management program and it's also available on the Web. I have a Web site here called www.ext.vt.edu as in victory - t - as in Tom - .edu and that's actually Virginia Tech, which is a land grant university. It's part of the cooperative extension programs

and networks. If you have a cooperative extension in your area, they have amazing resources and we'd be delighted to know that you want to partner because this is one of their main goals.

Michele Higgs: OK. Excellent. This is - this has been terrific. I would like now to open up the lines and see what the questions are for this afternoon.

Amy, do we have anyone on the queue?

Operator: Our question-and-answer session will be conducted electronically. If you would like to ask a question, please press the star key followed by the digit one on your telephone. If you are using a speakerphone, please make sure your mute function is turned off to allow your signal to reach our equipment. We will proceed in the order that you signal us and we'll take as many questions as time permits. Once again, that is star one and we will pause for just a moment.

And we'll start with Nyvia Colon of Madison Park Corporation.

Michele Higgs: Thank you.

Nyvia Colon: Hi.

Michele Higgs: Hi. Go ahead.

Nyvia Colon: Actually, we have been doing, as you know, the financial literacy. It's been sort of an extension of our technology program. What we're finding is that it's kind of difficult to fundraise just for financial literacy and we're in the process of actually linking the technology home program which is an intergenerational class with financial literacy, but my question is: Is there any way that you could help us with some funding resources?

Michele Higgs: Ladies, is that a question you can respond to?

Kathryn Kelly: Um..

Michelle Higgs: Where to do to seek funding for these kinds of programs?

Kathryn Kelly: Well, this is Kathryn - I represent the American Bankers Association Education Foundation. Most of the time when I say that the only thing people hear is "bank" and banks have money. Far be it for me to say they don't. They do - they are very involved in financial education at least I know over 7,000 different bankers who have participated in programs we run so they may be a source of information, of resources. Whether they have grants, funding grants for that I'm not sure. I really I couldn't say but they would be a good resource to start with to answer questions perhaps with materials of their own or something that they've pulled like the Money Smart effort and in talking to any community participate or anybody that you're talking to in your general community asking them that question. We'd like to put together a program or we have a program we are setting up, these are the costs involved, do you know anyone who could support that?

Dorothy Inman-Johnson: I ...

Kathryn Kelly: That help?

Dorothy Inman-Johnson: ... this is Dot - I agree. You should start local and I would start with a bank that you do most to your business with. All almost all banks I think have community reinvestment dollars and you don't really need the dollars because if there's anybody who knows financing, it is your bank and the people you do business with at your bank and you should start by creating a relationship. A lot of the work we were doing in financial literacy was done in partnership with our

largest banking partners until we decided to bring the program in-house and they are still a major partner in all of that.

One of them is a partner because they work with us on our microenterprise program and our IDA and they were real impressed with the work we had done on that so it was easy to ask them to be the consultants for some of our financial literacy workshops and we develop our calendar for the whole year so they know the dates, they can place them on their calendar way in advance and plan for that. Also, I would look for other community-based organizations that already have financial literacy programs in place and look to see if you can refer your families or have them to come in and do workshops at your site for the people that you are serving.

Michele Higgs: I think that those are excellent suggestions. Nyvia, do you think those were good for you?

Nyvia Colon: Yes. Thank you.

Michele Higgs: Terrific, terrific. Amy, anyone else?

Operator: Yes, ma'am. We'll now hear from Emeri Ndukwe with Famicos Foundation

Michele Higgs: Thank you.

Emeri Ndukwe: Good afternoon. I didn't.... My question is how are we going to get this information because a lot of points of the ladies talk about here they think that we cannot draft by just listening on the phone. Is there any way that we can get this?

Michele Higgs: Well, of course, they'll be - this information will be available to you again. You will be able to listen to it on the Web site and the transcript will be available so the Web site and what-

not will be there for you and on the - of course, from the Web site, you can - you know, you can pull that information down. So it will still be available that way. Is that the kind of thing you're talking about?

Or is there something more?

Emeri Ndukwe: Yes, so you know we would need to have a hard copy so that you can reference it so that these things can stick.

Michele Higgs: I'll tell you what: I have your - what site are you with? What center are you with?

Emeri Ndukwe: Famicos Foundation.

Michele Higgs: OK.

Emeri Ndukwe: We are in Cleveland, Ohio.

Michele Higgs: All right. Let me see what we can do about that. My name's Michele Higgs and we'll try to - I'll try to find out for you because right at this point I know the information is available online. It'll be on the Website ...

Emeri Ndukwe: OK.

Michele Higgs: ... and that's the - that's the main key. But let me see what else I can find out for you.

Emeri Ndukwe: Thank you very much, Michele.

Michele Higgs: Certainly.

Emeri Ndukwe: ... and thank you very much ladies for the topic.

Kathryn Kelly: You're welcome.

Dorothy Inman-Johnson: Thank you.

Michele Higgs: Thank you. Amy, any other questions?

Operator: Yes, ma'am. From Long Beach MLK Center we have Yvette Fields.

Yvette Fields: Good afternoon, ladies, and thank you for the presentation thus far.

My question is going to take us down a little bit of a different road. My agency as a potential partner for the new upcoming program being offered by Neighborhood Networks is called *Get Your Money Right* is in the process of developing its curriculum presentation with a tentative startup date for the fall. One of the significant factors that at every conference call and in Florida, and whenever I'm given the opportunity that I bring to the table is the absolute need for financial literacy training in a community, such as the one that I service is essential.

The other essential component, particularly since most of our services are geared for this 6 through 21-year-old age group, is finding some component of a curriculum that will deal with value system. The reason that that is so important to me in my community is because the adolescents between the ages of 11 and 21 and several members of their families - families that we provide positive alternative services for - are multigenerational units that live in or around the property that we are supposed to primarily service and whose sources of income are either being dependent upon the service systems - the Department of Social Services here in Long Island, New York, or are illegal and because those 6-year-olds and those 9-year-olds and those 12-year-

olds are seeing older brothers and sisters and parents and grandparents acquiring their resources in this manner.

Before we can even begin to teach them how to deal with financial literacy, how to save, and how to learn to deal with a financial institution, and all the other components of financial literacy, we have to have an avenue to teach them how to earn their money right before they learn how to handle it right. And in every curriculum presentation that I have heard that is the one element that I have not heard addressed. Do either one of you ladies have *any* helpful resources for those of that are servicing community residents with this as a priority issue?

Dorothy Inman-Johnson: It is - this is Dot - I don't think there's going to be a curriculum that is going to do what you need done where you're only addressing the younger folks. It almost has to be done by making the effort to change an adult in that scenario, identifying an adult model or putting the child in a situation on a regular basis where they can identify with adult models and the benefits of having done it the right way and that it may take a little bit more time but the rewards are such.

I was - I didn't know - you said you were in Long Island. I thought I heard you mention Florida at one time. I don't know about resources are there, but I do know that the school readiness coalitions, which are the early learning coalitions for preschool children, kindergarten age children, and after school here in Florida provides, through that school readiness foundation, a values education component, and I don't have that address readily at hand, but I can provide that to Michele if you would like to write and see if they can provide you the source for all of the different curriculums that are being implemented throughout Florida on values and character education.

Yvette Fields: That would be wonderful. Thank you very much.

Kathryn Kelly: There is another - this is Kathryn - there's another organization that works in communities across the country called America's Promise. They have a Web site www.America'sPromise.org - all one word together - .org and they talk about preparing young people in a variety of different ways but around five different promises that we need to keep with our young people. Keeping them safe, teaching them skills, giving them the - you know, giving them opportunities for mentorship and giving back to the community, and if you look into an America's Promise group in your area or look at the national site to see if there are things in your area and a lot of banks are called banks of promise because they try to reach out in these five areas. And I'm sorry I don't have the five promises in front of me.

I was naming them off but I'm sure it's more eloquently put on the Web site but they do deal with character building and as Ms. Inman-Johnson mentioned, adult role models. That's critical and to say we've got a value system curriculum. I don't know anyone who has that myself - and if I were to come in and say this isn't, you know, value system who am I to give them their value. So that's - I'm sure you face that challenge when you're trying to work with them but if you - if you look into America's Promise that's also a really interesting organization and they've got the highest caliber of folks working on that: the youth component.

Dorothy Inman-Johnson: There is one other that we've been working on in Leon County called Values for Life. It was developed by a professor out of Philadelphia and you can probably contact Dr. Gwen Dixon at Florida A&M University, and I can provide that contact information too, and she could put you in touch on how to obtain the Values of Life curriculum if you want to take a look at that.

Yvette Fields: That would be helpful. I don't know if any of my other up-and-coming partners are online with this conference call, but certainly their input in terms of where we are with the progress of the development of our *Get Your Money Right* curriculum would be welcome also. So, ladies, thank you very much. Those resources are very helpful.

Kathryn Kelly: Thank you for your interest.

Michele Higgs: Thank you so much. Amy, can you give me a check on time to see how we're doing?

Operator: I show that we're about 2 minutes until our schedule's end time.

Michele Higgs: OK. I think we're going to have to make that our last call. I knew it was going to be a great call. I knew we had a lot of good information. Thank you, ladies, ever so much. Thank you, Kathryn Kelly. Thank you, Dorothy Inman-Johnson.

Female: You are welcome.

Michele Higgs: ((inaudible)) some really rich opportunity and I hope everyone got a good bit out of it.

Kathryn Kelly: Thank you for asking.

Michele Higgs: Certainly, certainly. Since we have just a couple of minutes, I do want to tell you one last thing. I want to welcome the Grassroots organization into partnership with the Neighborhood Networks initiative. Grassroots is a nonprofit organization that serves other nonprofits and information consumers worldwide providing free Internet services including Web hosting and e-mail, as well as, no cost legal consulting including assistance with 501(c)(3) status with the IRS, employment matters, and tax and risk management issues. Interested centers should logon to www.grassroots.org/do/tools - T-O-O-L-S - and indicate their affiliation with Neighborhood Networks in the comment section. Centers with approved START business plans will receive priority consideration for this partnership. If you want information on grassroots.org, go to <http://www.grassroots.org>.

I want to remind you of the resources available through Neighborhood Networks. You can call the information line at (888) 312-2743 or find other resources and information on the Neighborhood Networks Web site at www.NeighborhoodNetworks.org.

I got a lot of stuff to read here but I want to say thank you, ladies. This has been a terrific, terrific call. I want to remind centers that we have Neighborhood Networks Week coming up August 1st through 6th, 2005. Give us a call and we'll see to it that you get a registration form. Our next conference call will occur on Tuesday, August 19th, on the topic of "Staffing for Success". We want to talk about the ways that center managers can keep staff motivated and inspired. Beware, listeners: I may be calling on you for ideas.

Ms. Kelly and Ms. Inman-Johnson, thank you once again for a great call. Thank you all participants for joining us today. Take good care. Bye-bye.

Female: (Too).

Kathryn Kelly: Bye-bye.

Female: Bye.

Operator: That does conclude today's conference. We thank you for your participation.

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